



Promoting Positive Behaviour Policy

Approved by Governors: October 2009
October 2010
July 2012
July 2014
Summer 2015
Autumn 2017
Autumn 2019
Autumn 2020
Autumn 2021
Autumn 2022
Autumn 2023

To be reviewed: Autumn 2024

At Frederick Holmes we believe it is important to promote a caring and supportive learning environment which encourages good behaviour and enables all members of the school community to feel secure and respected. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of the school curriculum. This policy acknowledges the emphasis on early intervention and prevention through multi-agency working and through partnership with parents and carers.

The aims we have for all pupils are:

- To develop self-respect, value others and the environment
- To develop social and communication skills
- To take responsibility for their own actions

The school is committed to:

- Setting high expectations for pupils' personal, spiritual, social and academic progress
- Providing a happy, caring environment in which pupils feel secure and are prepared for life outside school
- The promotion of a positive ethos where achievements are valued and celebrated
- An effective partnership between school, parents and the community
- Taking into account the specific and individual needs of all pupils

Rewarding good behaviour and achievement is fundamental to the positive and caring ethos of Frederick Holmes School. This is achieved through a number of methods which are based on the pupils, their individual needs and abilities across the school:

- Some classes use a rewards board with tactile objects of reference so that pupils can identify when their behaviour has been acknowledged by staff.
- Star of the Week system including personalized certificates (including small prizes/ rewards suited to the individual pupil)
- Marvellous Me app which shares positive behaviour immediately with parents who have the ability to respond with a 'Hi-5'
- Positive communication for example smiles, eye contact, thumbs up, body language, signing and symbols, verbal praise
- Display of children's work
- Class stickers and stamps for good behavior and good work
- Celebration songs at the end of some lessons
- Reporting to senior staff or another teacher to show work
- Certificates presented in assembly
- Achievement and effort cups
- Subject specific certificates for good work and effort

- Communication with parents/carers through home school books, classroom visits and reports etc.
- Celebration assemblies

Problems where children are learning and testing the boundaries of acceptable behaviour are possible. The class teacher is the key person with regard to an individual's behaviour management and other staff should seek information from the class teacher about any concerns.

When dealing with behaviour issues:

- use Team Teach strategies including risk assessments, support plans and discussion with mentors
- consider environmental factors e.g. pupils may be sensitive to light, noise, crowding
- avoid known triggers of challenging behaviour
- be aware of any early signs of what might develop into challenging behaviour.
- one person should take the lead when responding and handling a pupil.
- establish your authority firmly and calmly
- listen and respond quietly in language you are certain the pupil will understand
- provide non verbal communication to support comprehension e.g. photographs or symbols.
- make reference to positive behaviour in any discussion for example 'sit quietly' rather than 'stop shouting'
- give pupils time to respond to your requests and to act appropriately
- provide time and space for reflection after any incident
- provide an opportunity for a discussion and agree future strategies.

Only switch a powered wheelchair off if there is imminent danger to either the pupil, another pupil or damage to the fabric of the building and only when the pupil has been given an opportunity to correct their behaviour.

For students where behaviour is frequently an issue, class teachers will compile an individual Positive Support Plan and monitor progress against identified targets (Appendix 1). The Positive Support Plan aims to promote the development of appropriate behaviours and establish a framework and pattern of response to behaviour, which is consistently applied by staff and predicted and understood by pupils. Preferred intervention strategies identified in the conflict spiral may include:

- Verbal advice and support
- Reassurance

- Calm discussion
- Negotiation
- Humour
- Choices
- Consequences
- Distraction
- Time Out (requires supervision and a written plan)
- Cooling off period
- Change of adult
- Success reminder

The Positive Support Plan will be co-ordinated by the class teacher who will seek information and support from other professionals as necessary. It is approved by the Team Teach coordinators in collaboration with the School Leadership Team and shared with all staff, parents and, where appropriate, the pupil. The Positive Support Plan is reviewed on a regular basis and forms part of the Annual Review/ EHC.

Child on child abuse

Allegations against other pupils which are safeguarding issues HET believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'

Though our broad and balanced curriculum, we will educate pupils about keeping themselves safe, and how to build respectful relationships. However, occasionally, allegations may be made against pupils by others, which are of a safeguarding nature. Although research shows that girls are more likely to be victims of child on child abuse, staff should remain open minded and acknowledge that this form of abuse can affect any pupil within our academy.

Child on child abuse usually manifests as one, or a combination of the following:

- Bullying - If a child is suffering or at risk of significant harm, a bullying incident should be addressed as a child protection concern. Bullying can take different forms, including physical, verbal, cyber, racist, religious, cultural and homophobic bullying.
- Domestic Abuse - Teenage relationships abuse involves controlling, coercive, threatening behaviour and violence. It can be psychological, physical, sexual, financial and/or emotional in nature.

- Child Sexual Exploitation (CSE) and Child criminal Exploitation (CCE)
- Defined as an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual/criminal activity.
- Harmful sexual behaviour - Involves a child engaging in discussions or acts that are inappropriate for their age or stage of development, whether online or offline. It includes sexualised language or role play, viewing pornography, sexual harassment and sexual violence. It also includes 'sexting'.
- Sexual Harassment - This is unwanted conduct of a sexual nature, which can include sexual comments, sexual "jokes" or taunting, physical behaviour or online sexual harassment.
- Sexual Violence - This includes rape, assault by penetration or sexual assault, as defined by the Sexual Offences Act 2003.
- Voyeurism - This includes the act of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission, known as 'up-skirting', as defined by the Voyeurism (Offences) Act 2019.

Reports of peer on peer abuse are likely to be complex and require difficult professional judgements to be made. However, if a pupil has been harmed, is in immediate danger, or is at risk of significant harm, basic safeguarding principle, as outlined in this policy, should be applied.

When reports of sexual violence or sexual harassment are made, the school will act in accordance with **Keeping Children Safe in Education (2023)**.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All HET Schools will carefully consider any report of sexual violence and/or sexual harassment. All staff working with children must maintain an attitude of 'it could happen here' and remain mindful that sexual harassment and/or sexual violence could be happening even where it is not being reported. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual

- harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
 - the ages of the children involved;
 - the developmental stages of the children involved;
 - any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
 - if the alleged incident is a one-off or a sustained pattern of abuse;
 - Victims of this abuse will likely find the experience distressing, which can affect their progress in school, this can be made worse if the alleged perpetrator(s) attends the same school
 - are there ongoing risks to the victim, other children, adult students or school or college staff; and
 - other related issues and wider context.
 - Staff should be aware that girls are more likely to be victims and boys are more likely to be the perpetrators however, be aware that this is not always going to be the case.

The DSL's risk and needs assessment in response to a report of sexual harassment should also consider whether there have been any other victims. They should:

- Be aware of, and respond appropriately to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school
- Balance the victim's wishes against your responsibility to protect other children
- Remember that sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Think about other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation, and take the potential for sexual violence and harassment in intimate personal relationships into consideration
- Keep victim and alleged perpetrator(s) a reasonable distance apart on school premises includes at before and after-school activities
- Regularly review the actions you take to respond to reports. In response, update relevant policies with lessons learnt and consider whether there are wider cultural issues at play
- Record all concerns, discussions and decisions made, and the reasons for those decisions, in writing
- School's response should be underpinned by the principle that "there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated"

Child on child abuse - procedures for managing allegations of sexual harassment

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour and provide an environment that may lead to sexual violence.

- When a report of sexual harassment is made, a factual record should be made.
- The victim will be reassured that they are being taken seriously and that they will be supported and kept safe. The victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. The victim must not be made to feel ashamed for making a report.
- The DSL should be made aware immediately, and along with Senior Leaders, a decision made on most appropriate course of action, as per the school's Anti-Bullying or Behaviour policy. It is important to take into account the wishes and feeling of the alleged victim.
- Parents of all the children concerned will be contacted and informed of the nature of the incident.
- Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:
 - the victim, especially their protection and support;
 - the alleged perpetrator; and
 - all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- Pastoral support will be offered to all affected parties.
- Where cases are proven, appropriate sanctions, as outlined in the behaviour policy, will be applied.
- Decisions, reasons for decision, actions and outcomes should be accurately recorded and retained.

Child on child abuse - Procedures for managing allegations of sexual violence

- When an allegation is made, the DSL should be informed immediately.
- The victim will be reassured that they are being taken seriously and that they will be supported and kept safe. The victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. The victim must not be made to feel ashamed for making a report.
- A factual record must be made, but no attempts should be taken to investigate the circumstances, at this stage.

- If required, the DSL will contact EHaSH, or in cases where an alleged criminal offence has been committed, Humberside Police. Advice will be sought on how to proceed and academy will follow the recommended actions. Advice should also be taken on notifying the alleged perpetrator and parents of both parties.
- The Designated Safeguarding Lead will make an accurate record of the concern, the discussions, recommendations and any outcomes. A copy of the record will be retained.
- When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. The risk and needs assessment should consider:
 - the victim, especially their protection and support;
 - the alleged perpetrator; and
 - all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- Pastoral support will be offered to all affected parties.
- It may be appropriate to exclude the pupil being complained about for a period of time, according to our behaviour policy.
- Where EHaSH nor the police accept the complaint, a thorough internal investigation should take place into the matter.

Specialist support for a pupil who is a victim of sexual violence

All HET schools will consider the proportionality of their response. Support will be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

Support can include:

- Working with safeguarding partners to refer the pupil to a *Children and Young People's Independent Sexual Violence Advisor (ChISVAs)* in order to provide specialist emotional and practical support for victims of sexual violence. Contact details for *ChISVAs* can be found at Rape Crisis and The Survivors Trust.
- Child and adolescent mental health services (*CAMHS*).
- *Rape Crisis Centre's* can provide therapeutic support for children who have experienced sexual violence.
- *Internet Watch Foundation* (to potentially remove illegal images)

Physical Intervention

Some children behave in ways that make it necessary to consider the use of reasonable force as part of the Positive Support Plan. The DfE Document Use of Reasonable Force: Advice for headteachers, staff and governing bodies July 2013 states that reasonable force can be used either to control or restrain by any member of staff at the school, (including volunteers), in order to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder providing no more force is used than necessary. The DfE Document Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies February 2014 also gives school staff the authority to search a pupil for any item if the pupil agrees or where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Frederick Holmes School endorses the positive handling strategies of Team Teach, and any physical intervention must conform to Team Teach principles and will only be used as 'a last resort'. Any identified behaviours necessitating the use of physical intervention are formally risk assessed. Staff involved in incidents in which a non-therapeutic physical intervention is used, (for example putting on a child's safety helmet or transferring to a seating system which the child does not want to use), should report the incident using a Team Teach form (Appendix 2) which is passed to the AHT for any further actions and retained in the Physical Intervention Log. Where the incident has involved violence it may also be necessary to complete an Accident and Incident Form available at reception.

Although we recommend that only Team Teach trained staff physically intervene we acknowledge that those who are not yet trained may find themselves in situations where positive physical intervention is absolutely necessary to prevent injury to self or others.

'Hands off unless Danger'

There are occasions, for a variety of reasons, when staff will have cause to make 'physical' contact with a pupil. With this in mind, Frederick Holmes School does not operate a 'no touch' policy, as it would not enable us to effectively support the safety and emotional well-being of our pupils. The overarching principle for this is always 'hands off unless danger'.

Reasons for 'physical' contact include:

- To comfort a pupil in distress, (as long as this is appropriate to their age and in a public place)
- To congratulate a child for something, (e.g., use of 'hi five', handshake or a pat on the back, or a hug with a young pupil)
- To gently direct or guide a pupil who is being compliant when they need additional support

- For curricular reasons, (e.g., in PE, Drama etc.)
- In an emergency in order to avert danger to the pupil or pupils
- As part of a pupils moving & handling/personal care plans where appropriate
- To provide sensory support e.g., pressure hug

In all situations where physical contact takes place between staff and pupils, staff will always consider:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The location; where the contact takes place

Reporting

Pupil behaviour is a standard agenda item at the Senior Leadership meetings. Governors also receive update reports every term.

This policy is reviewed every year.

Appendix 1

Frederick Holmes School Positive Support Plan

Student:

DoB:

Long Term Aims: (What do you want the child to achieve?)

Student Information/needs: (What do we need to know about the child?)

Behaviour Triggers: (What can trigger the negative behaviours?)

Affective strategies, to avoid behaviours: (What can you do to prevent the behaviours?)

<u>Prevention Strategies</u>	
<u>Behaviour</u> What.....does, says and looks like that indicates that they are happy, calm and relaxed.	<u>Support strategies</u> The things we can say and do to support.....to remain happy, calm and relaxed.
<ul style="list-style-type: none">••••••	<ul style="list-style-type: none">••••••

<u>Early Intervention Strategies</u>	
<u>Behaviour</u> What.....does, says and looks like that indicates that they are becoming anxious, distress or unhappy	<u>Support strategies</u> The things we can say and do to prevent the situation from escalating further.
<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • •

<u>Crisis behaviour Strategies</u>	
<u>Behaviour</u> What.....does, says and looks like when they are displaying crisis behaviours.	<u>Support strategies</u> The things we can say and do to support to quickly prevent unnecessary distress, injury and destruction
<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • •

<u>Recovery Strategies</u>	
<u>Behaviour</u> What.....does, says and looks like that indicates that they are becoming happy, calm and relaxed again.	<u>Support strategies</u> The things we can say and do to support.....to become happy, calm and relaxed again.
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

•	•
•	•
•	•

Staff Responsible for Monitoring PSP:

Date of Initial PSP Meeting :	
Those attending Meeting :	
Those to receive copies of PSP :	
Date PSP to run from/to :	

Date of PSP Review Meeting :	
Those attending Meeting :	
Those to receive copies of PSP :	
Date PSP to run from/to :	

Appendix 2

Incident Reporting Form

<u>Name of Pupil/Student:</u> <u>Name of Reporting Staff:</u> <u>Signature:</u>		<u>Date of Incident:</u> <u>Time of Incident:</u> to: <u>Number of Restraints during Incident:</u> <u>Total Time in Restraint:</u> mins. secs. <u>Date/Time of Report:</u>										
<u>Names of other Staff</u> <table border="1"> <tr> <td><u>Physically Participating</u></td> <td><u>Supporting</u></td> </tr> <tr> <td> </td> <td> </td> </tr> </table>		<u>Physically Participating</u>	<u>Supporting</u>			<u>Location:</u> <u>Timetable Activity:</u> <u>Class Teacher:</u>						
<u>Physically Participating</u>	<u>Supporting</u>											
<u>Details of Incident (brief description):</u> 												
<u>Major Presenting Behaviours (circle all which apply):</u> <table border="0"> <tr> <td>Persistent Disruptive Behaviour</td> <td>Damage</td> <td>Verbal Abuse Against Pupil</td> </tr> <tr> <td>Verbal Abuse Against Adult</td> <td>Racist Abuse</td> <td>Physical Assault Against Adult</td> </tr> <tr> <td>Physical Assault Against Pupil</td> <td>Absconding</td> <td></td> </tr> </table> <u>Other (please specify):</u>				Persistent Disruptive Behaviour	Damage	Verbal Abuse Against Pupil	Verbal Abuse Against Adult	Racist Abuse	Physical Assault Against Adult	Physical Assault Against Pupil	Absconding	
Persistent Disruptive Behaviour	Damage	Verbal Abuse Against Pupil										
Verbal Abuse Against Adult	Racist Abuse	Physical Assault Against Adult										
Physical Assault Against Pupil	Absconding											

<u>Interventions employed (circle all those used):</u>					
Verbal advice and support	Humour	Step Away	Calm Talking	Distraction	
Options Offered	Reassurance	Non-threatening Body Language	Withdrawal		
Time Out	Hair / grab / bite release	Caring C's	Elbow Guide	2 Person Single Elbow	2
Person Seated	Small Child Beanbag/Response				
<u>Any Other Intervention (please State):</u>					
<u>How was action taken in the best interests of the pupil/student?</u>					
<u>Antecedents/Contributing factors:</u>					
<u>Does the Behaviour Management Plan need updating?</u>					
<u>Injuries/Damage (Please specify):</u>					
<u>Pupil/student:</u>					
<u>Staff:</u>					
<u>Property:</u>					
<u>Accident Record Completed:</u>					
Yes/No	<u>Date:</u>	<u>Time:</u>			
<u>Incident added to CPOMS:</u>					
Yes/No	<u>Date:</u>	<u>Time:</u>			
<u>Parents Informed:</u>					
Yes/No	<u>Date:</u>	<u>Time:</u>	<u>How:</u>		
<u>SLT Staff Member Notified:</u>					
Yes/No	<u>Date:</u>	<u>Time:</u>			
<u>SLT Staff Member Name:</u>					
<u>Post Incident Interview/Debrief (give brief details):</u>					
<u>Staff:</u>					

Pupil/Student:

TEAM TEACH Tutor Comments:

Signed:

Date:

Head Teacher's Comments:

Signed:

Date: